DOCUMENT RESUME

ED 231 493 JC 830 346

AUTHOR Macht, Barbara E.; Weaver, Diane E.
TITLE Operations Manual: Development and Use of a Vocational Support Services Team (VSST) Model within a Correctional Institution.
INSTITUTION Hagerstown Junior Coll., Md.
PUB DATE 83
NOTE 29p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Business Education; *Career Development; Community Colleges; *Cooperative Programs; *Correctional Education; Educational Diagnosis; Independent Study; Learning Modules; Legal Education; Program Evaluation; *Student Personnel Services; Team Teaching; Tutorial Programs; Two Year Colleges

ABSTRACT

This manual describes the vocational support services team (VSST)model used by Hagerstown Junior College (HJC) in its program at the Maryland Correctional Training Center. The program, which offers two-year associate degrees in Accounting and Business, and Administration of Justice, incorporates a system of individual diagnosis, prescription and programming to prepare the disadvantaged inmate in the areas of career planning and development, job search, and vocational development. Following introductory material, the manual explains the design of the VSST model, reviewing its goals, funding, members of the VSST team (i.e., coordinator, diagnostic/prescriptive teacher, secretary, tutor, and steering and advisory committees), and first-year activities. Subsequent sections examine the following program components: (1) the identification, screening, and orientation process; (2) the use of self-paced, competency-based instructional modules as supplementary course materials; (3) the College Tutoring Center, at which students work with self-paced materials, on test-taking and textbook attack skills, and career planning research in required tutoring sessions; and (4) a required 15-week course in career planning. The next section summarizes the results of formative and summative evaluations of the project, which stressed the importance of the advisory and steering committees and student concern about their progress and future. (AYC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

OPERATIONS MANUAL

Development and Use

of a

VOCATIONAL SUPPORT SERVICES TEAM (VSST) MODEL

Within a Correctional Institution

By: Barbara E. Macht
and Diane E. Weaver

Hagerstown Junior College/
Maryland Correctional Training Center

1983

ED231493

JC 830 346

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. H. Parsons

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

TABLE OF CONTENTS

	Page
Preface	1
VSST/MCTC Overview	1
Designing the VSST Program	2-3
Identification, Screening, and Orientation	4
Curriculum Modification	5
Tutoring	6
Career Planning	7
Course Outline	7
Evaluation and Findings	8
Conclusion	9
APPENDICES	
A - VSST Management Plan	10-15
B - VSST Student Agreement	16
C - VSST Student Data Sheet	17-18
D - VSST Tutoring Referral	19
E - Tutoring Center Forms	20-23

PREFACE

American higher education is entering a period of transition. The past generation can be characterized as one of expanding access to new populations. It is time now to examine carefully the current environment and to redesign realistically our higher education system so that it becomes a positive force for inculcating quality in American society.

A number of new designs will be required to achieve this goal. Members of the staff of Hagerstown Junior College are convinced that the vocational-support-services-team model is one that works. The **Operations Manual**, which follows, is designed to explain the model, making it accessible to those interested in implementing it. The outcome of adopting new designs for inculcating quality will be a better prepared citizenry to meet the twin challenges of increased academic skills for employability and a literate populace.

Enjoy your use of VSST.

Michael H. Parsons
Dean of Instruction
HAGERSTOWN JUNIOR COLLEGE

HAGERSTOWN JUNIOR COLLEGE
751 Robinwood Drive
Hagerstown, Maryland 21740-6590

(301) 790-2800

VSST/MCTC OVERVIEW

Hagerstown Junior College has conducted a postsecondary program for the incarcerated since 1969 at the Maryland Correctional Training Center. The two-year program, which includes summer sessions, leads to the Associate of Arts degree.

The program is based upon two curricula -- Accounting and Business, and Administration of Justice. The program is comprehensive with all of the usual support services found on campus. However, educational gaps exist within this disadvantaged population. This is particularly true in the area of vocational development and knowledge because of the often incomplete, sporadic nature of the incarcerated individual's educational background.

The VSST program was implemented at MCTC in September 1982 with the belief that a system of individual diagnosis, prescription, and programming would better prepare the disadvantaged inmate in the critical areas of career planning and development, job search, and vocational development.

Futhermore, prior to the implementation of the VSST, there was a lack of systematic screening procedures for prospective students. The VSST has provided an admissions structure by utilizing ACT scores, as well as the use of standard English and math placement tests. Vocational strengths and weaknesses are assessed and the student is placed in the program accordingly.

Both students and faculty have responded positively to the addition of the VSST to the College program. The VSST has enabled Hagerstown Junior College to serve the disadvantaged population at MCTC in a more structured, effective manner.

DESIGNING THE VSST PROGRAM

The Vocational Support Services Team (VSST) approach was designed to assist disadvantaged or handicapped students achieve success in vocational education programs. It is a framework of support services provided by a team of College staff members whose responsibility is to insure that no artificial barriers to student achievement exist. VSST projects are funded by the federal government and managed by the Maryland State Department of Education, Division of Vocational Technical Education.

When the College began to construct a VSST project for its prison College population, staff members considered very carefully the kinds of strategies which might prove most helpful to these students. Students in the MCTC College program do not differ greatly from the regular student population in that many are academically and vocationally unprepared for college. However, prison inmates have generally experienced much less success in both school and the world of work. In addition, the stigma of conviction will follow them after release. Therefore, the College elected to approach the VSST concept through provision for individual and group activities which would help build skills and positive attitudes. It was decided to realize these goals by

- constructing a systematic means of identifying and screening applicants to the College program;
- providing, through testing, a diagnosis of and prescription for academic and vocational deficiencies;
- modifying selected vocational courses through the construction of individualized competency-based modules;
- providing tutoring and supplemental course work to help students overcome academic liabilities;
- providing instruction in career planning skills which would focus on self and career awareness, and job-seeking skills;
- conducting an evaluation of the project at the halfway point and at the conclusion of the project year.

A team of staff members and a peer tutor was selected to design and implement the strategies decided upon. The team consisted of

DESIGNING THE VSST PROGRAM (continued)

- Coordinator -- Responsibilities for this position included general coordination, budget monitoring, and campus liaison. The person who assumes this task was the College's Coordinator of Off-Campus Program. Since her responsibility already included prison College coordination, her designation as team coordinator provides key support for the project.

- Team Diagnostic/Prescriptive Teacher -- Responsibilities for this position included testing, prescribing, coordinating tutoring services, and career planning instruction.

- Team Secretary -- Responsibilities for this position included typing necessary material and maintaining VSST files.

- Team Peer Tutor -- Responsibilities for this position included direct student service, maintenance of equipment, and student scheduling and monitoring.

- Team Steering and Advisory Committees -- Selected College instructors and staff members were asked to serve as members of the VSST Steering Committee. Prison staff members and part-time College prison instructors were asked to serve on the VSST Advisory Committee. The two committees meet regularly to discuss the progress of the project. Committee members provide advice and serve as communication links both on campus and at the prison.

Team members constructed an overall management plan to aid them in realizing project objectives (Appendix A). The plan established timetables and responsibility factors for the one-year duration of the initial project. It was the aim of the team to put the system in place during the first year so that direct staff activity could be reduced in future academic years.

The team decided to concentrate its efforts on Fall 1982 and Spring 1983 incoming freshmen. Through this designation, twenty students became VSST clients during the 1982-83 academic year. Details of the project's components and its achievements follow.

IDENTIFICATION, SCREENING, AND ORIENTATION

Prior to the implementation of VSST, students were selected for the College program through personal interviews. To be interviewed, each candidate had to have a high school diploma or GED. In general, this process proved unreliable and did not pinpoint specific academic deficiencies.

Beginning with the freshman class in September 1982, the American College Test (ACT) was administered to College applicants. A composite score of thirteen or above was used to screen applicants for admission. In some instances, scores below thirteen were accepted, if other test results indicated academic poter ...

In addition, each applicant was given the Nelson-Denny Reading Test, a basic math test, and a writing sample. The results of these tests were used in two ways: to reinforce ACT scores; and to diagnose specific difficulties for remediation purposes. Difficulties were diagnosed in the areas of vocabulary, spelling, reading comprehension, grammar, sentence structure, and basic math.

Following the testing procedures, each prospective student was interviewed. His test scores were reviewed, and it was explained to him that he would receive tutoring in applicable subjects and instruction in career planning. Also, he was asked to sign an agreement to participate in the VSST program (Appendix B). After course selection and registration, students were given an orientation to the Tutoring Center and the peer tutor arranged individual tutoring schedules. A file for each student was begun and placed in the MCTC office for easy access (Appendix C).

Each vocational instructor teaching in the program was also given an orientation to the VSST model. Instructors were encouraged to refer students who experienced difficulty to the Tutoring Center for assistance (Appendix D).

CURRICULUM MODIFICATION

In order to help students who encounter difficulty in their course work, several instructors prepared self-paced, competency-based instructional modules as supplementary material. Complete modules were developed for Juvenile Delinquency and Consumer Economics. Introductory material was developed for already existing Accounting modules.

Each set of modules included performance objectives, a pre-test, learning activities, and a post-test. The modules enabled instructors to provide individual help to students who missed sections or who had difficulty with certain material, without sacrificing much needed time with the balance of the class.

In addition to the creation of course modules, members of the team developed worksheets on vocabulary, spelling, and supplementary exercises using textbooks from several courses. Worksheet series were prepared for Parole and Probation, Planning and Decision Making, and Advertising.

TUTORING

The College Tutoring Center is housed in the MCTC Education Department. It has been equipped with audiovisual tutorial apparatus, as well as study carrels. The peer tutor, a graduate of the MCTC College program, is responsible for maintaining equipment, scheduling, tutoring, and monitoring student progress. His assistance as a peer tutor helped to overcome individual student reluctance to accept basic skills instruction. He also initiated several innovative forms to track student progress (Appendix E).

Each student was scheduled for tutoring several hours per week. During the sessions, students worked with self-paced materials in reading, English, and math. In addition, students spent time working on test-taking, textbook attack skills, and career planning research assignments. Referrals from instructors were also handled through the Tutoring Center. Course modules were housed in the Tutoring Center and the tutor became familiar with their content and managed their use. The tutor recorded individual progress in students' folders; the folders are reviewed periodically by Team members. Attendance at Tutoring Center activities was required, and repeated failure to attend would have jeopardized a student's participation in the College program. However, VSST students approached the tutoring component very seriously, perhaps in part because remediation activities were closely coordinated with their on-going course work.

CAREER PLANNING

The career planning component of the VSST model was implemented through a required course in career planning. Taught by the VSST Diagnostic/Prescriptive Teacher, the course had a fifteen week, one-credit lecture, discussion and class participation format. The course outline follows:

Course Outline

1st week	Introduction to Course; Course Requirements; Elements of Career Planning; Student Goals
2nd week	Interest Inventory - Harrington O'Shea
3rd week	Skills/Abilities - CAP Survey
4th week	Values
5th week	Career Research - Tutoring Center
6th week	Career Research - Tutoring Center
7th week	Integrating Interests, Skills, Values and Research
8th week	Decision Making Process
9th week	Job Search Strategies
10th week	Applications/Resumes
11th week	Resumes
12th week	Interviewing - Discussion; Videotape
13th week	Interviewing - Simulations
14th week	Job Keeping and Mobility; Career Development
15th week	Individual Counseling Sessions; Course Evaluation

Most students had little if any prior instruction in the area of career planning and job-seeking skills, and were generally eager to learn and practice the concepts presented. Most students indicated through course evaluations that they learned more than they expected to learn, and most rated the course as very helpful.

EVALUATION AND FINDINGS

Built into the VSST management plan were two types of evaluation strategies. A formative evaluation was planned for the halfway point of the project, and a summative evaluation at the year-end point.

For the formative evaluation, the College engaged a consultant with experience in correctional education. He spent two days reviewing the progress of the project and talking with the Advisory Committee, Team members, and students. He reported positive student attitudes toward the participation in tutoring and career planning activities. He cited a few potential problem areas, including the need for a referral system for instructor use, and a larger space for tutoring purposes.

The recommendations of the consultant were acknowledged and implemented. Since the College program has limited space allocation, the problem of the small tutoring area has been handled by allowing students to work in the College classroom if it is available.

A final report was submitted to the State Department of Education as the summative evaluation of the project. The report documented that in the previous academic year a total of twenty-five midterm course deficiencies were recorded. In the VSST academic year, only five were received. In addition, comparisons of class grade point averages revealed the following data:

	Semester	Class Grade Point Average
Pre-VSST	Fall 1981	2.9
	Spring 1982	3.0
VSST	Fall 1982	3.33
	Spring 1983	3.26

The VSST Team found a few items to be worthy of special note. The existence and support of the Advisory and Steering Committees cannot be underestimated. Through discussion of progress and problems, the committees were able to establish firmer links between College and prison administrations and instructors.

The Team also found its students to be positively concerned about their progress and their future. Team members believe that this is an outgrowth of the VSST approach, and may indeed be its greatest achievement.

CONCLUSION

The Hagerstown Junior College VSST project at the Maryland Correctional Training Center was designed to create an atmosphere of success for its students. Through the comprehensive support system developed and implemented over the course of an academic year, the team believes that atmosphere is now in place. Without the support of the Maryland State Department of Education, Division of Vocational Technical Education, the College could not have met its objective. Team members gratefully acknowledge the support of the Division, and the guidance provided by the DVTE Specialist in Programs and Services for Students with Special Needs.

This **Operations Manual** was developed for use by staff members of other community colleges who may wish to replicate a project of this type in their areas. We hope it will prove useful, and we invite further inquiries.

Finally, Hagerstown Junior College intends to maintain the VSST approach at MCTC. In addition, the College plans to extend the VSST concept to its on-campus student population. The VSST has proved to be an innovative, successful mode of service delivery, and we wholeheartedly recommend it for consideration by other community colleges.

Barbara E. Macht
Hagerstown Junior College
Coordinator of Off-Campus Programs
VSST Team Coordinator

Diane E. Weaver
Hagerstown Junior College
VSST Diagnostic/Prescriptive
Teacher

MANAGEMENT PLAN
VSST
July 1, 1982 - June 30, 1983

Objective A **Academic Diagnosis and Prescription**

1. Administer academic testing
2. Diagnose individual strengths and weaknesses
3. Provide students with academic remediation

Objective	Methods/Activities	Completion Date	Persons Responsible	Evaluation	Yes	No
A.1.1.	Test incoming college students, using ACT and HJC testing program in math, English and reading	9/1/82 1/15/83 6/1/83	D. Weaver			
A.2.1.	Design individual remediation programs	9/5/82 1/20/82 6/5/83	D. Weaver			
A.3.1.	Provide remedial instruction	Fall 1982 Spring 1983 Summer 1983	HJC Instructors			
A.3.2.	Monitor student progress	Monthly through May 1983	D. Weaver			
A.3.3.	Record progress data	Dec. 1982 May 1983 July 1983	D. Weaver			

Explanation of missed completion dates:

Objective B Curriculum Modification
1. Develop and use individualized, competency based modules

Objective	Methods/Activities	Completion Date	Persons Responsible	Evaluation	Yes	No
B.1.1.	Select courses to be used in individualized mode	7/30/82	B. Macht D. Weaver M. Parsons			
B.1.2.	Select instructors for individualized courses	7/30/82	B. Macht D. Weaver M. Parsons			
B.1.3.	Provide orientation and training activities to instructors	8/31/82	B. Macht D. Weaver			
B.1.4.	Monitor progress of course development	Monthly from 9/1/82 - 6/30/83	B. Macht D. Weaver			
B.1.5.	Offer modules to students	Fall Semester 1982 Spring Semester 1983 Summer Semester 1983	Instructors			

Explanation of missed completion dates:

Objective C Career Diagnosis and Prescription
1. Administer career testing
2. Provide career and job seeking/keeping training

Objective	Methods/Activities	Completion date	Persons Responsible	Evaluation	Yes	No
C.1.1.	Administer Strong Campbell or Career Assessment Inventory	9/15/82	D. Weaver			
C.2.1.	Provide career planning instruction to include interests, skills, values, and decision-making	Dec. 1982	D. Weaver			
C.2.2.	Provide training in job seeking and keeping skills, including job applications, résumés, interview techniques	Spring 1983	D. Weaver			

Explanation of missed completion dates:

Objective D Advisory and Steering Committees

Objective	Methods/Activities	Completion Date	Persons Responsible	Evaluation	Yes	No
D.1.	Select and assemble steering committee members	8/1/82	B. Macht D. Weaver			
D.2.	Select and assemble advisory committee members	8/1/82	"			
D.3.	Hold steering committee meetings	Bi-monthly until June 1983	"			
D.4.	Hold advisory committee meetings	Bi-monthly until June 1983	"			

Explanation of missed completion dates:

Objective E Program Management

1. Coordinate and monitor budget expenditures
2. Maintain student records
3. Coordinate faculty involvement
4. Develop operations manual

Objective	Methods/Activities	Completion Date	Persons Responsible	Evaluation	Yes	No
E.1.1.	Select and purchase necessary materials	9/1/82	B. Macht D. Weaver			
E.1.2.	Submit appropriate budget records and monitor expenditures	7/1/82- 6/30/83	B. Macht			
E.2.1.	Set up individual student files and update monthly	Monthly from 9/1/82- 6/30/83	D. Weaver			
E.3.1.	Monitor faculty development and delivery of course modules	Monthly from 9/1/82- 6/30/83	B. Macht D. Weaver			
E.3.2.	Monitor development and delivery of career planning component	Monthly from 9/1/82- 6/30/83	B. Macht			
E.4.1.	Write, print and disseminate program operations manual	July 1983	B. Macht D. Weaver			

Explanation of missed completion dates:

Objective F Program Evaluation

1. Select evaluation techniques and processes
2. Conduct process evaluation
3. Conduct summary evaluation
4. Submit final report

Objective	Methods/Activities	Completion Date	Persons Responsible	Evaluation	Yes	No
F.1.1.	Meet with DVTE staff - Select evaluation techniques and process	8/1/82	B. Macht D. Weaver R. Pear (DVTE)			
F.2.1.	Conduct process evaluation, using student and staff surveys	12/15/82	Steering Comm. VSST Staff Adv. Comm.			
F.2.2.	File evaluation report	1/15/83	B. Macht D. Weaver			
F.2.3.	Implement evaluation recommendations	2/1/83	B. Macht D. Weaver			
F.3.1.	Conduct summative evaluation	6/30/83	DVTE staff HJC staff			
F.3.2.	Submit final report to DVTE	7/31/83	B. Macht D. Weaver			

Explanation of missed completion dates:

Appendix B
VSST STUDENT AGREEMENT

VSST Student Agreement

The Vocational Support Services Team (VSST) is a component of the Hagerstown Junior College program at MCTC.

I understand that my participation in the VSST, which includes the Career Planning class and individual tutoring is mandatory. Only three excused absences will be granted. Excessive cuts will result in my suspension from the College program.

_____ _____
Student Date

_____ _____
VSST Coordinator Date

Appendix C
VSST STUDENT DATA SHEET

VSST DATA SHEET

Part I

A. General Information

Name _____
Age and Birthdate _____
Social Security No. _____
Semester Entered College Program _____
Curriculum _____
Date and Status of Completion/Termination _____
_____

B. Academic Data

ACT Scores: ENG. _____ MATH _____ SOC. STUD. _____

NAT. SCI. _____ COMPOSITE _____

Reading (Nelson-Denny) _____
Math (Coop) _____
Writing Sample _____

C. Vocational Data

Interest Inventory _____

_____

Career Planning _____

Job Seeking _____

Appendix C
VSST STUDENT DATA SHEET (continued)

VSST DATA SHEET

Part II

A. Academic Recommendations:

Action:

B. Vocational Recommendations:

Action:

C. Comments/Problems

VSST Team Member

HJC/VSST #1
8/82

Appendix D
VSST TUTORING REFERRAL

VSST Tutoring Referral

To the Instructor:

If any of your students is experiencing difficulty in your course, help is available in the Tutoring Center. On the form below, please indicate the student's name, subject, and the exact help he needs. If you would like to discuss the problem, please call either Diane Weaver, 790-2800, extension 279, or Barbara Macht, 790-2800, extension 256.

- -

Student's Name _____

Course _____

Date _____

Nature of the Problem _____

_____

_____

_____

_____

_____
Signature

- -

Tutoring Center Action

_____
Signature

_____
Date

VSST 12/82

Appendix E
TUTORING CENTER FORMS

Name _____ D.O.B. _____

_____Reading (ACT) Beginning date _____

_____Math (ACT) Ending date _____

H.J.C. E.E.R.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

____READING LAB I ____LEVEL

____READING LAB II ____LEVEL

SPELLING MODULE
- ___1. BASIC SPELLING PATTERNS
- ___2. COMPLICATED CONSONANT PATTERNS I
- ___3. COMPLICATED CONSONANT PATTERNS II
- ___4. COMPLICATED VOWELS I
- ___5. COMPLICATED VOWELS II
- ___6. COMPLICATED VOWELS III
- ___7. WORD FAMILIES

VOCABULARY MODULE
- ___1. HOW TO USE THE DICTIONARY
- ___2. PREFIXES, ROOTS, SUFFICES
- ___3. LEARNING TO USE CONTEXT CLUES
- ___4. WORKING WITH LOOK-ALIKE WORDS I
- ___5. WORKING WITH LOOK-ALIKE WORDS II
- ___6. WORKING WITH SOUND-ALIKE WORDS I
- ___7. WORKING WITH SOUND-ALIKE WORDS II
- ___8. COMMONLY MISUNDERSTOOD WORDS (GRADES 11-12)
- ___9. WORKING WITH SOPHISTICATED WORDS (GRADES 12-14)

____PRONOUN REFERENCE
____USING PRONOUNS
____PREFIXES
____SUFFIXES
____ROOTWORDS
____USAGE
____USING VERBS AS NOUNS
____SUBJECT/VERB AGREEMENT
____WHEN DID IT HAPPEN
____SENTENCE PATTERNS

AUDIO VISUAL
- ____SENTENCE VARIETY
- ____SENTENCE FRAGMENTS
- ____PARALLEL STRUCTURE
- ____EXACTNESS
- ____CONCRETENESS
- ____TRANSITIONAL WORDS
- ____PLANNING
- ____LIMITING THE TOPIC
- ____THE TOPIC SENTENCE
- ____'EARNING TO OUTLINE

- ___1. THE PARTS OF SPEECH
- ___2. THE PARTS OF A SENTENCE
- ___3. THE PHRASE
- ___4. THE CLAUSE
- ___5. AGREEMENT (SUBJECT/VERB)
- ___6. THE CORRECT USE OF VERBS
- ___7. THE CORRECT USE OF PRONOUNS
- ___8. THE CORRECT USE OF MODIFIERS
- ___9. GLOSSARY OF USAGE
- ___10. WRITING COMPLETE SENTENCES
- ___11. ACHIEVING SENTENCE VARIETY
- ___12. WRITING PARAGRAPHS
- ___13. WRITING COMPOSITIONS
- ___14. MANUSCRIPT FORM

WARRINER TEXT
- ___15. WRITING SUMMARIES AND REPORTS
- ___16. WRITING STORIES
- ___17. MAKING WRITING INTERESTING
- ___18. THE BUSINESS LETTER
- ___19. CAPITAL LETTERS
- ___20. END MARKS AND COMMAS
- ___21. SEMICOLONS AND COLONS
- ___22. ITALICS AND QUOTATION MARKS
- ___23. APOSTROPHES
- ___24. OTHER MARKS OF PUNCTUATION (HYPHENS, DASH, PARENTHESES)
- ___25. THE LIBRARY
- ___26. THE DICTIONARY
- ___27. VOCABULARY (CONTEXT CLUES, SYNONYMS)
- ___28. SPELLING

Appendix E
TUTORING CENTER FORMS (continued)

1. OVERVIEW OF THE ESSAY
   - ___ WRITING ESSAYS
2. PREWRITING THE ESSAY
   - ___ SELECTING AND LIMITING THE SUBJECT
   - ___ STATING THE CONTROLLING IDEA
   - ___ WRITING THE TOPIC SENTENCE
3. THE INTRODUCTORY PARAGRAPH
   - ___ AROUSING THE READER'S INTEREST
   - ___ ANALYZING INTRODUCTORY PARAGRAPHS
4. DEVELOPMENTAL PARAGRAPHS
   - ___ WRITING SUPPORTING DETAIL SENTENCES
   - ___ PATTERNS FOR DEVELOPMENTAL PARAGRAPHS
5. UNITY/COHERENCE IN THE PARAGRAPH
   - ___ PARAGRAPH UNITY
   - ___ PARAGRAPH COHERENCE
6. THE CONCLUDING PARAGRAPH
   - ___ THE CONCLUDING PARAGRAPH
7. SENTENCE ELEMENTS/TYPES/FUNCTIONS
   - ___ MAIN ELEMENTS OF THE SENTENCE
   - ___ SECONDARY ELEMENTS OF THE SENTENCE
   - ___ TYPES AND FUNCTIONS OF SENTENCES
8. SENTENCE STRUCTURE/EXPRESSION
   - ___ SUBJECT-VERB AGREEMENT
   - ___ SENTENCE FRAGMENTS
   - ___ RUN-TOGETHER SENTENCES
   - ___ INCORRECT PRINCIPAL PARTS OF VERBS
   - ___ INCORRECT CASE OF PRONOUNS
   - ___ THE SENTENCE: CLEARNESS IN FORM
   - ___ THE SENTENCE: CLEARNESS IN FORM (PART 2)
   - ___ EFFECTIVENESS IN EXPRESSION
9. PUNCTUATION AND MECHANICS
   - ___ PUNCTUATION
   - ___ PUNCTUATION (PART 2)
   - ___ CAPITALIZATION
   - ___ OTHER MECHANICS
10. SPELLING AND DICTION
    - ___ SPELLING
    - ___ DICTION
    - ___ WORDS FREQUENTLY CONFUSED
11. EDITING AND REVISING THE ESSAY
    - ___ EDITING AND REVISING THE ESSAY
    - ___ EDITING AND REVISING THE ESSAY (PART 2)

Appendix E
TUTORING CENTER FORMS (continued)

NAME

MONTH	WEEK OF	1-3:00 pm TUESDAY	9-11:30 am WEDNESDAY	CAREER PLANNING THURSDAY	WEEK'S TOTAL TIME		COMMENTS
			TOTAL HOURS THIS MONTH		HRS.	%	
			TOTAL DAYS THIS MONTH		DAYS	%	

Appendix E
TUTORING CENTER FORMS (continued)

NAME	DATE	TIME IN	TIME OUT	TOTAL TIME	COMMENTS

Appendix E
TUTORING CENTER FORMS (continued)

NAME

MONTH	WEEK OF	1-3:00 pm TUESDAY	9-11:30 am WEDNESDAY	CAREER PLANNING THURSDAY	WEEK'S TOTAL TIME		COMMENTS
			TOTAL HOURS THIS MONTH		HRS.	%	
			TOTAL DAYS THIS MONTH		DAYS	%	

Appendix E
TUTORING CENTER FORMS (continued)

NAME	DATE	TIME IN	TIME OUT	TOTAL TIME	COMMENTS

ERIC Clearinghouse for Junior Colleges AUG 12 1983